Call for views

High quality research has the potential to transform education in the UK, and beyond. But how do we create optimal conditions for this to happen? How do we ensure that research informs and is informed by policy and practice? This project will investigate the opportunities and challenges for teachers, researchers and policy-makers as the key actors at a time when the demand for educational research is growing whilst the research capacity appears to be shrinking.

This project is guided by a Working Group whose membership comprises:

* Sir Alan Wilson FBA FRS (Chair), Professor of Urban and Regional Systems, University College London
* Professor Stephen Ball FBA, Distinguished Service Professor of Sociology of Education,

UCL Institute of Education, London

* Professor Paul Connolly, Dean of Research for the Faculty of Arts, Humanities and Social Sciences, Queen’s University, Belfast
* Professor Graham Donaldson CB, Honorary Professor, University of Glasgow
* Professor David Gough, Professor of Evidence Informed Policy and Practice, UCL Institute of Education, London
* Professor John Gray FBA, Faculty of Education, University of Cambridge
* Dame Susan John, Executive Director, Challenge Partners
* Professor Jill Johnes, Professor of Production Economics and Acting Dean of the Business School, University of Huddersfield
* Professor John Leach, Pro-Vice-Chancellor, Sheffield Hallam University
* Ray Shostak CBE, Honorary Norham Fellow, Department of Education, University of Oxford
* Dame Ruth Silver, Founding President, Further Education Trust for Leadership
* Professor Stephen Sparks CBE FRS, Professor of Geology, University of Bristol

We would welcome evidence from anyone who works with educational research, who manages or who is a user of educational research. We have identified categories of respondents below, but if you do not fall into one of these and would like to submit evidence, please do so as you consider appropriate.

Please ensure that all responses are in Microsoft Word format (not PDF), and that they include concrete examples wherever possible and are fully referenced where appropriate. While there is no word limit, responses should be kept as clear and succinct as possible. Please submit your completed response to [educationalresearch@royalsociety.org](mailto:educationalresearch@royalsociety.org) by **Friday 25 November 2016**.

Postal address:

Science Policy (Educational Research)

The Royal Society

6–9 Carlton House Terrace

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The Working Group has helped shape the questions below. We would particularly value your responses to each of these questions, and would also welcome additional considered thoughts or information.

Evidence submitted will be analysed by policy staff at the Royal Society and British Academy, and Working Group members. It will be used to inform the work of the project and its conclusions and recommendations. Unless we receive a clear instruction to the contrary, all written evidence submitted will be published on the Royal Society’s and British Academy’s project web pages when the final report is published. Publication is expected in the latter half of 2017.

**Please state whether you are responding as an individual or on behalf of an organisation**.

Individual/organisation:

**Please also give your name and, if appropriate, the name of your organisation and contact details (telephone and email).**

Name:

Name of organisation:

Telephone no.:

Email:

**Summary of main points**

Please provide a brief summary (eg a list of bullet points), of not more than one side of A4, of the essential messages you are conveying in your response.

**Questions for researchers**

* + - 1. What broad area of educational research do you work in, and what is your role?
      2. Describe the contribution your field has made to educational research, policy,[[1]](#footnote-1) teaching and learning, and society?
      3. In the past 10 years, what would you judge as the most significant contributions your field has made?
      4. What are the priorities in your field of educational research, and what is driving these?
      5. What particular barriers and challenges do you face in undertaking educational research, and what changes might help overcome these? Please say whether these barriers and/or challenges apply to ‘blue skies’ or ‘applied’ research.
      6. What opportunities (including opportunities for dissemination) exist to deepen the contribution that your research field makes to policy, teaching and learning, and society?

* + - 1. How do you disseminate your research?
      2. Are there demonstrations of effective links between educational researchers, policy-makers and practitioners in this country, or internationally, that the Working Group should be aware of?

**Questions for university management**

1. What grouping best describes your institution (eg Million + Group, University Alliance, Russell Group, etc)?
2. How do you support educational research in your institution? How has the level of this support changed over the past 10 years (eg particular investments in staffing and training and development), and why?
3. Have you observed that educational research is becoming more interdisciplinary (please provide details) and, if so, how are you accommodating this?
4. Through what mechanisms do you disseminate the educational research your institution undertakes?
5. During the next 3 years, do you expect to invest more or less in supporting educational research? Why is this so?

**Questions for funders**

1. Please describe your organisation, including the types of educational research you support, and the proportion of your research budget that is spent on educational research.
2. What are your priorities for your educational research, how are they determined and what influences any change in these priorities?
3. To what extent do you, or would you, collaborate with other funders who have similar missions?
4. Is it becoming easier or more difficult to fund research that aligns with your objectives, and what do you think could be responsible?
5. Are there demonstrations of effective links between researchers, policy-makers and practitioners in this country, or internationally, that the Working Group should be aware of?
6. How do you disseminate, and make use of, the educational research you support?

**Questions for Government and its agencies**

1. What are your priorities for educational research funding, how are they determined and what influences any change in these priorities?
2. How do you disseminate the educational research you produce or support?
3. Is it becoming easier, or more difficult, to fund research that aligns with your objectives, and what do you think could be responsible?
4. Are there unexploited opportunities for educational research to inform policy?
5. Are there demonstrations of effective links between policy-makers, researchers and practitioners in this country, or internationally, that the Working Group should be aware of?
6. What examples can you give of where educational research has had a significant impact on policy?

**Questions for teachers, school and college leaders,  
and teacher trainers**

1. How are you involved with teaching in schools and colleges?
2. Have you been involved in academic educational research?
3. How have educational research findings informed your work, and how has your usage of educational research findings changed over the past 10 years?
4. How easy do you find it to identify, access and make use of educational research, and what are your main sources of educational research findings?
5. Are there demonstrations of effective links between practitioners, policy-makers and researchers in this country, or internationally, that the Working Group should be aware of?
6. What would be your priorities for educational research,[[2]](#footnote-2) and why?

**Questions for subject associations**

1. How do educational research findings inform your work?
2. How easy do you find it to identify, access and make use of educational research, and what are your main sources of educational research findings?
3. What would be your priorities[[3]](#footnote-3) for educational research, and why?
4. Are there demonstrations of effective links between practitioners, policy-makers and researchers in this country, or internationally, that the Working Group should be aware of?

1. This need not necessarily be limited to educational policy. [↑](#footnote-ref-1)
2. These could, for instance, be concerned with identifying research questions to be addressed to improve practice, or improving the usage of educational research. [↑](#footnote-ref-2)
3. See footnote 2. [↑](#footnote-ref-3)